**Senior Theme Class EOCA Rubric**

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|  | 5 | 4 | 3 | 0 | Category Score |
| Focus | Strong, insightful thesis that gives readers a deeper insight into the literary work. | Strong thesis | Thesis is identifiable, but needs work (position is unclear or indefensible). | The work does not reach a standard  described by the descriptors. |  |
| Content | All information is accurate, relevant, and insightful. All ideas are completely and concretely explained. | Information is relevant and accurate. All ideas are completely and concretely explained. | Information is occasionally, inaccurate or off-topic. Some ideas are clearly explained, but others are a little unclear. | The work does not reach a standard  described by the descriptors. | x 3 |
| Strong supporting details and specific examples quoted and paraphrased from primary and a wide variety of secondary source materials. | Supporting details and specific examples quoted and paraphrased from primary and a variety of secondary sources materials. | Supporting details and examples are based on limited research. The writer relies heavily on personal knowledge to compensate. | The work does not reach a standard  described by the descriptors. |
| Organization | Introduction hooks the reader, provides brief, relevant background/context to enduring understanding and leads the reader smoothly to a thesis. | Introduction provides brief, relevant background/context to enduring understanding and leads the reader to a thesis. | Introduction rambles, is formulaic, or not closely aligned with the rest of the text. | The work does not reach a standard  described by the descriptors. | x 2 |
| Body consists of well-developed paragraphs, skillfully ordered to direct and support readers’ understanding. Each body paragraph includes a topic sentence, clarification of topic, analysis and interpretation of details, clinchers, and transitions that connect to thesis and clarify significant connections. | Body consists of well-developed paragraphs, logically ordered, that include a topic sentence, clarification of topic, analysis and interpretation of details, clinchers and transitions that provide important connections. | Structure present, but reader must pause or re-read to follow argument. Body consists of multiple paragraphs, with a topic sentence, analysis and interpretation of details and transitions that are more formulaic than reflective of connections. | The work does not reach a standard  described by the descriptors. |
| Conclusion restates the thesis in a new way, recaps most important points, provides closure for entire paper, and leaves the reader with something to think about. | Conclusion restates thesis in a new way, recaps most important points, and provides closure for entire paper. | Conclusion rambles, is formulaic, or not closely aligned with the rest of the text. | The work does not reach a standard  described by the descriptors. |
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|  | 5 | 4 | 3 | 0 | Category Score |
| Style | Professional, engaging, authoritative voice, active and in the third person. | Professional, sincere voice, active and in the third person. | Voice sincere but inconsistent – not always active or third person. | The work does not reach a standard  described by the descriptors. |  |
| Sentences clear, direct, and to the point with varied length and structure to enhance readability. | Sentences clear and readable. Writer avoids extremes of run-ons and fragments. | Sentences come clear with careful reading. Some run-ons and/or fragments. | The work does not reach a standard  described by the descriptors. |
| Conventions | Errors minimal or inconsequential. Writer in control of grammar, mechanics, and spelling. Virtually ready to publish. | Errors noticeable but have no impact on meaning. Writer mostly in control of grammar, mechanics, and spelling. Ready to publish with a good once-over. | Noticeable, distracting, errors which begin to affect readability. Writer not in control of grammar, mechanics, and spelling. Thorough,  careful editing needed before publication. | The work does not reach a standard  described by the descriptors. |  |
| MLA Standard  In-text Citation /  Works Cited Page | All in-text documentation is clear, correct, and consistent for both print and digital sources. | In-text documentation is clear and correct for commonly used print and digital sources. | In-text documentation is often correct, but inconsistent for most commonly used print and digital sources. | The work does not reach a standard  described by the descriptors. | X 2 |
| Proper formatting for MLA works cited page. All entries are complete and correctly documented. | Proper formatting for MLA works cited page. Most entries are complete and correctly documented. | Inconsistent formatting for MLA works cited page. Some entries are incomplete or improperly documented. | The work does not reach a standard  described by the descriptors. |
| MLA Format | Paper formatted properly-proper heading, running header, margins, font, spacing etc. | Inconsistent formatting. Missing one or two required formatting elements. | Writer made an attempt, but needs serious assistance. | The work does not reach a standard  described by the descriptors. |  |

Final Score: \_\_\_\_\_\_\_\_\_\_\_/100

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_